2017

AP CollegeBoard

AP Music Theory

Sample Student Responses and Scoring Commentary

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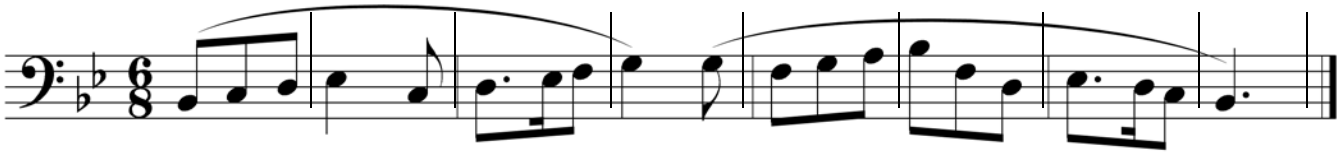
AP® MUSIC THEORY
2017 SCORING GUIDELINES

Question S1

0–9 points

Use EITHER the regular scoring guide OR an alternate scoring guide, whichever gives the higher score.

I. Regular Scoring Guide

- **A.** Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- **B.** If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (= overall flow; the "flow" point).
- **C.** Record any score of 4 or higher and move to the next response.
- **D.** If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (N.B.: Do *NOT* award the "flow" point in the alternate scoring guide.)

- **A.** If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.
  OR
- **B.** If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

III. Scores with Additional Meaning

- **1** This score may be given to a response that has two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- **0** This score is used for a response that has no redeeming qualities (or only one) or a response that is off-topic or irrelevant.
- **NR** This score (no response) is used for blank responses (including spoken AP number but no response).

Scoring Notes:

- **A.** If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- **B.** Score from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point*.
- **C.** The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed, and the original tonic is not approached correctly.
- **D.** If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- **E.** The last note must be held at least to the attack of the final eighth note of measure four for that segment to receive credit.
- **F.** Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- **G.** If you try both regular and alternate guides, record the higher of the scores.
- **H.** Scores from one guide may *not* be combined with those of another.
- **I.** Listen beyond the end of the performance to ensure that the student made no additional response.

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AP® MUSIC THEORY
2017 SCORING COMMENTARY

Question S1

Overview

This question assessed students' ability to:

- sight read and sing a melody in major mode;
- sing in compound meter;
- perform common rhythmic patterns;
- perform dotted rhythms;
- sing skips and stepwise motion in both ascending and descending directions;
- sing a melody with a vocal range of an octave;
- perform chordal skips within the tonic triad;
- establish and maintain a steady tempo;
- establish and retain a sense of tonic; and
- read in bass clef.

Sample: S1A
Score: 9

This represents an excellent response. The student correctly sings all pitches and rhythms without hesitation and demonstrates an understanding of compound meter. Each segment was awarded 1 point. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 9. Scoring by segments was: 1111 1111 + 1 = 9.

Sample: S1B
Score: 5

This represents a fair response. The student correctly sings segments one, two, four, and eight. In segment three, the student sings incorrect rhythms. In segments five and six, the student sings incorrect pitches. In segment seven, the student sings incorrect rhythms and pitches. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 5. Scoring by segments was: 1101 + 0001 + 1 = 5.

Sample: S1C
Score: 3

This represents a weak response. The student correctly sings segments one and two, but there are errors in pitch and rhythm in the remaining segments. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 3. Scoring by segment was: 1100 0000 + 1 = 3.

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